

Readopt with amendment Ed 507.12, effective 10/25/08 (Doc #9306); and effective 9/16/11 (Doc #9993); and effective 1/17/14 (Doc #10506) to read as follows:

Ed 507.12 Reading and Writing Specialist.

(a) A candidate for certification as a reading and writing specialist for grades K-12 shall meet the following entry level requirements:

- (1) The candidate shall have at least a master's degree in literacy or a related field;
- (2) The general education requirements specified in Ed 505.06;
- (3) The professional education requirements specified in Ed 505.07 if applicable;  
and
- (4) Completed at least 3 years of classroom teaching;

(b) A candidate for certification as a reading and writing specialist for grades K-12 shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:

- (1) In the area of knowledge of the theoretical and evidence-based foundations of reading and writing processes and instruction, the ability to:
  - a. Demonstrate knowledge of cognitive, sociocultural and diverse linguistic foundations of reading and writing processes and instruction;
  - b. Demonstrate knowledge of current practices, research, and historical developments in reading and writing;
  - c. Demonstrate knowledge of language development as it relates to acquisition of reading and writing, the variations related to sociocultural and linguistic diversity, and the basics of second language acquisition; and
  - d. Demonstrate knowledge of the major components of reading curriculum, including the ability to:
    1. Understand the relationship between print and sounds, including phonemic awareness, phonics and other word identification strategies, and their role in fluent reading;
    2. Explain how background knowledge, vocabulary knowledge, comprehension strategies, and motivation are integrated in reading; and
    3. Describe how reading strategies are taught across all content areas, including but not limited to English, ESOL, mathematics, science, and social studies;
  - e. Demonstrate knowledge of major components of writing instruction, including the ability to:
    1. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;

2. Demonstrate the knowledge of the mechanics of writing: punctuation, grammar, spelling, and letter formation;
3. Understand recursive strategies for planning, drafting, revising, and editing writing; and
4. Describe models for integrating writing across the curriculum;

(2) In the area of instructional strategies and curriculum materials in reading and writing, the ability to recognize the importance of, demonstrate, and facilitate professional learning and leadership by:

- a. Selecting and implementing instructional approaches and materials that utilize evidence-based rationale, consider student needs, and support classroom teachers and paraeducators in their use of instructional strategies and grouping;
- b. Using a wide range of evidence-based curriculum materials in effective reading and writing instruction for struggling and reluctant learners at different stages of literacy development and from different sociocultural and linguistic backgrounds.

(3) In the area of assessment and evaluation of reading and writing, the ability to:

- a. Understand the terminology, processes, and procedures used in formal and informal assessments, including English language learners' proficiency levels;
- b. Use a variety of formal and informal assessment tools and practices to plan, evaluate, and communicate effective reading and writing instruction by:
  1. Supporting the classroom teacher in the assessment of the reading and writing abilities of individual students; and
  2. Extending the assessment further to determine proficiencies and difficulties for appropriate services;
- c. Use assessment information to plan, evaluate, differentiate and revise effective instruction that meets the needs of all students, by:
  1. Assisting teachers, specialists and paraeducators in using assessments to plan and implement instruction for all students;
  2. Engaging students in using assistive technology to address their needs in learning and communicating; and
  3. Collaboratively collecting, analyzing, and using school-wide assessment data to improve school and district literacy instruction and programs;
- d. Communicate results of assessments to a variety of audiences, including students, families, administrators, teachers, specialists, and policymakers; and

e. Demonstrate knowledge of current issues, practices, and policies related to the assessment, evaluation and instruction of reading and writing;

(4) In the area of creating a literate environment that fosters reading and writing, the ability to:

a. Use students' interests, abilities in reading and writing, and backgrounds as foundations for the reading and writing program, including the ability to:

1. Assist the classroom teacher in demonstrating a respectful attitude toward all learners and understand the roles of choice, motivation and scaffolded support in creating positive and supportive environments.

2. Assist the classroom teacher and paraeducator in selecting literature, materials, and activities that match the reading levels, and writing development, of all students;

3. Demonstrate models of teaching that provide authentic purposes for reading and writing; and

4. Help the classroom teacher to use evidence-based rationale to make and monitor flexible instructional grouping options for students;

b. Select books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds;

c. Model, and provide opportunities for learners to ~~be~~ read and to write for personal, social, academic, and vocational or professional purposes;

d. Collaborate with building and district administrators to establish and to manage a literacy budget; and

e. Provide educational opportunities, information, and support for families and the community;

(5) In the area of viewing professional development as a career-long effort and responsibility, the ability to:

a. Participate in, initiate, implement, and evaluate professional development programs.

b. Support, demonstrate, and assist professional development in the teaching of reading and writing to paraeducators, teachers and administrators.

c. Engage in collaboration and dialogue with teachers and reading specialists to reflect on teaching practices and improve instruction;

d. Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors; (retrieved from Competencies for Teachers: Reading Specialist, Grades K-12, 2014); and

e. Advocate for important professional needs with administrators, school boards, and local, state, and federal policymaking bodies.

Readopt with amendment Ed 614.02, effective 12/17/04 (Doc #8229); and effective 9/16/11 (Doc #9993), to read as follows:

Ed 614.02 Reading and Writing Specialist. The program for reading and writing specialist shall provide the candidate with the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:

(a) In the area of knowledge of the theoretical and evidence-based foundations of reading and writing processes and instruction, the ability to:

(1) Demonstrate knowledge of cognitive, sociocultural diverse linguistic foundations of reading and writing processes and instruction;

(2) Demonstrate knowledge of current practices, research, and historical developments in reading and writing;

(3) Demonstrate knowledge of language development as it relates to acquisition of reading and writing, the variations related to sociocultural and linguistic diversity, and the basics of second language acquisition; and

(4) Demonstrate knowledge of the major components of reading curriculum, including the ability to:

a. Understand the relationship between print and sounds, including phonemic awareness, phonics and other word identification strategies, and their role in fluent reading;

b. Explain how background knowledge, vocabulary knowledge, comprehension strategies, and motivation are integrated in reading; and

c. Describe how reading strategies are taught across all content areas including but not limited to English, ESOL, mathematics, science, and social studies;

(5) Demonstrate knowledge of major components of writing instruction, including the ability to:

a. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;

b. Demonstrate knowledge of the mechanics of writing: punctuation, grammar, spelling, and letter formation;

c. Understand recursive strategies for planning, drafting, revising, and editing writing; and

d. Describe models for integrating writing across the curriculum;

(b) In the area of instructional strategies and curriculum materials in reading and writing, the ability to recognize the importance of, demonstrate, and facilitate professional learning and leadership by:

(1) Selecting and implementing instructional approaches and materials that utilize evidence-based rationale, consider student needs, and support classroom teachers and paraeducators in their use of instructional strategies and grouping; and

(2) Using a wide range of evidence-based curriculum materials in effective reading and writing instruction for learners at different stages of literacy and from different sociocultural and linguistic backgrounds;

(c) In the area of assessment and evaluation of reading and writing, the ability to:

(1) Understand the terminology, processes, and procedures used in formal and informal assessments, including English language learners' proficiency levels;

(2) Use a variety of formal and informal assessment tools and practices to plan, evaluate, and communicate effective reading and writing instruction by:

a. Supporting the classroom teacher in the assessment of the reading and writing abilities of individual students; and

b. Extending the assessment further to determine proficiencies and difficulties for appropriate services;

(3) Use assessment information to plan, evaluate, differentiate, and revise effective instruction that meets the needs of all students, by:

a. Assisting teachers, specialists and paraeducators in using assessment to plan and implement instruction for all students;

b. Engaging students in using assistive technology to address their needs in learning and communicating; and

c. Collaboratively collecting, analyzing, and use school-wide assessment data to implement and to improve school and district literacy instruction and programs;

(4) Communicate results of assessments to a variety of audiences, including students, families, administrators, teachers, specialists, and policymakers; and

(5) Demonstrate knowledge of current issues, practices, and policies related to the assessment, evaluation, and instruction of reading and writing;

(d) In the area of creating a literate environment that fosters reading and writing, the ability to:

(1) Use students' interests, abilities in reading and writing, and backgrounds as foundations for the reading and writing program, including the ability to:

a. Assist the classroom teacher in demonstrating a respectful attitude toward all learners and understand the roles of choice, motivation and scaffolded support in creating positive and supportive environments;

b. Assist the classroom teacher and paraeducator in selecting literature, materials, and activities that match the reading levels, writing development of all students;

- c. Demonstrate models of teaching that provide authentic purposes for reading and writing; and
- d. Help the classroom teacher to use evidence-based rationale to make and monitor flexible instructional grouping options for students;
- (2) Selecting books, technology-based information, and non-print materials representing multiple levels, broad interests, and cultural and linguistic backgrounds;
- (3) Model and provide opportunities for learners to read and to write for personal, social, academic, and vocational or professional purposes;
- (4) Collaborate with building and district administrators to establish and to manage a literacy budget; and
- (5) Provide educational opportunities, information, and support for families and the community;
- (e) In the area of viewing professional development as a career-long effort and responsibility, the ability to:
  - (1) Participate in, initiate, implement, and evaluate professional development programs;
  - (2) Support, demonstrate, and assist professional development in the teaching of reading and writing to paraeducators, teachers and administrators;
  - (3) Engage in collaboration and dialogue with teachers and reading specialists to reflect on teaching practices and improve instruction;
  - (4) Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of Competencies for Teachers: Reading Specialist, Grades K-12, 2014).

**Appendix I**

<b>Rule</b>	<b>Statute</b>
Ed 507.12	RSA 21-N:9, II(s)
Ed 614.02	RSA 21-N:9, II(r)